

Training Outcomes and Abilities

Outcomes of the EQUIP foundation training for new foster care reviewers:

Through implementation of this training public child welfare agencies and citizen foster care review boards can expect the following outcomes:

- 1) Citizen and/or administrative reviewers will be operating with similar expectations around the appropriateness of placement and time in care, and with a similar skill-base for determining if those expectations are being met.
- 2) Families served through out-of-home care will more likely experience consistency in high-quality review services.
- 3) Families served through out-of-home care will have more assurance that their out-of-home care experience will be reviewed with sensitivity, including responsiveness to race, ethnicity, language, culture, economic status and the child-s and family-s unique characteristics, strengths and needs.

Core abilities for EQUIP foundation trained reviewers:

To achieve the above outcomes, citizen and/or agency reviewers who participate in the EQUIP Foster Care Review Foundation Training will be able to apply the following listed core abilities.

Core Ability 1: Trained citizen and administrative reviewers will be able to make effective findings and recommendations about the appropriateness, cultural responsiveness, language appropriateness, quality and timely implementation of the permanency plan.

Core Ability 2: Trained citizen and administrative reviewers will be able to communicate clearly and empathetically with any person involved in a review, including those persons whose English proficiency is limited.

Core Ability 3: Trained citizen and administrative reviewers will be able to communicate their findings and recommendations clearly to all parties, and only the parties, permitted by law and policy to receive foster care review findings.

Enabling abilities for EQUIP foundation trained reviewers:

For each of the three core abilities there are several enabling abilities which provide the skill and knowledge base essential for the performance of the core abilities. Following are the enabling abilities for each of the core abilities.

Core Ability 1: Citizen and/or administrative reviewers will be able to make effective findings and recommendations about the appropriateness, cultural responsiveness, language appropriateness, quality and timely implementation of the permanency plan.

This core ability requires the following enabling abilities. Trainees should be able to:

1.1 Work in a foster care review group environment.

- Ë Describe the expectations of reviewers, including process and results.
- Ë Describe the types of reviews used in this community.
- Ë Describe the history of foster care reviews.
- Ë Describe the purpose of foster care reviews.
- Ë Identify the provisions of the state law addressing foster care review boards and/or administrative review.
- Ë Describe the protocol of foster care reviews.
- Ë Describe the benefits of foster care reviews for the community.
- Ë Define cultural competence and explain why cultural competence is essential for reviewers.
- Ë Describe methods to manage group conflict.
- Ë Describe the benefits and problems of consensus building as part of decision making.
- Ë Describe ways to maintain physical and emotional health as a reviewer.

1.2 Assess underlying issues for a family involved in the out-of-home care system.

- Ë Describe the concepts of child protection and family preservation in out-of-home care.
- Ë Define permanency planning and other common and basic terminology.
- Ë List the four main safeguards required by Public Law 96-272.
- Ë Explain underlying dynamics and causes of abuse, neglect and maltreatment.
- Ë Describe the dynamics of bonding and attachment in out-of-home care.
- Ë Describe the dynamics of separation and loss in out-of-home care.
- Ë Describe the importance of a child's connections to family/kin network, language and culture.

1.3 Assess what the agency is doing and what the agency should be doing with a child and family.

- Ë Describe the intent and purpose of out-of-home care law and policy.
- Ë Describe how the dynamics of child protection, family preservation, separation, loss, bonding and attachment are addressed in law, policy and child welfare practice.
- Ë Analyze a case plan and other written documentation of out-of-home care services.
- Ë Describe the stages of a foster care case in the child welfare agency.
- Ë Describe the court stages of a child welfare case.
- Ë Describe the appropriate content of a foster care case plan and record.
- Ë Identify in written case materials where foster care law and policy are being met and where they are not being met.
- Ë Determine if a plan contains behavioral, specific and measurable outcomes or goals for a child and family.
- Ë Describe behavioral, specific and measurable outcomes for children and families.

- Ë Describe the role and responsibilities of the legal system in their community, including court volunteers such as court-appointed special advocates (CASA), guardians *ad litem* (GAL), attorneys, judges, etc.
- Ë Identify the parties to the court proceeding.
- Ë Describe the role of the public child welfare system.

1.4 Use interviews to determine where foster care law and policy are being met and where they are not being met.

- Ë Use the strengths approach in interviewing, summarizing and making recommendations.
- Ë Apply the concepts of strengths and needs in analysis of a case plan.
- Ë Explain the components of the strengths approach.
- Ë Identify strengths, needs and barriers in a case plan.
- Ë Identify strengths, needs and barriers in the out-of-home care system as reflected in the case plan.
- Ë Identify cultural, racial and ethnic issues important in the application of the strengths approach.
- Ë Identify cultural lenses that affect the analysis of case plans.
- Ë Identify cultural lenses that affect the analysis of a family's strengths and needs (including the kinship network).

Core Ability 2: Citizen and/or administrative reviewers will be able to communicate clearly and empathetically with any person involved in a face-to-face review, including those persons whose English proficiency is limited.

This core ability requires the following enabling abilities. Trainees should be able to:

2.1 Use nonthreatening interviewing techniques that are culturally appropriate.

- Ë State the purpose of asking questions in the foster care review meeting.
- Ë Describe ways to make parents, children and other participants comfortable in a review setting.

- Ë Describe ways to ask culturally responsive questions in a nonthreatening way.
- Ë State at least six effective opening questions.
- Ë Describe ways to seek more information in a nonthreatening way, using effective follow-up questions.
- Ë Identify at least six common mistakes in interviewing in foster care reviews.

Core Ability 3: Citizen and/or administrative reviewers will be able to communicate their findings and recommendations clearly to all parties, and only the parties, permitted by law and policy to receive foster care review findings.

This core ability requires the following enabling abilities. Trainees should be able to:

3.1 Make an informed decision to maintain confidentiality of all parties to a foster care review.

- Ë Describe purpose and rationale for confidentiality law and policy.
- Ë Describe the behavioral expectations of foster care reviewers re: confidentiality law and policy.

3.2 Describe what is to be included in written findings and recommendations and the foster care reviewer-s role and responsibilities for documentation.